

General Certificate of Secondary Education

A341(a)CA

Citizenship Studies

Unit A341(a): (Core) Getting Started as an
Active Citizen

Specimen Controlled Assessment Material

Time: 2 hours

INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the Citizenship Studies specification for instructions on completing controlled assessment tasks.

INFORMATION FOR CANDIDATES

- The Controlled Assessment for Unit A341(a) of the GCSE course is worth **40** marks (40% of your GCSE (Short Course) mark and 20% of your total GCSE mark).

INSTRUCTIONS TO CANDIDATES

Planning your activity

- You must select **one** task to complete.
- You need to complete the candidate proposal form before starting your activity.
- Because you are taking part in an active citizenship activity the planning and execution may take place over a period of time. You should make notes about what you did.
- You may work as a group and plan the work together but the controlled assessment must be your own work.

Controlled Assessment

- You have a maximum of **two** hours to complete the Controlled Assessment under the supervision of your teacher. You may use your notes made during the activity to help you complete this task.

This document consists of **21** printed pages and **1** blank page.

[Turn over

OCR GCSE Citizenship Studies Task 1a

Candidate Proposal Form

Candidate name.....

Name of Task.....

Aims of your work

Briefly describe what you are hoping to achieve.

Who are you working with?

Give names and suggested roles.

What is your start date and finish date?

Teacher signature..... Date.....

This sheet must be given to your teacher before you start your activity.

GCSE Citizenship Studies – Task 1a

Activity 1–Campaign to reduce the voting age



The aim of this assignment is to:
Campaign to reduce the voting age to 16

International Comparisons of Voting Age

The most common voting age around the world is 18. Some countries have different ages for different types of election.

The youngest voting age is 15, which is used in Iran (for both men and women). A number of countries use the age of 16, including Brazil, Nicaragua, Cuba, the Philippines and Bosnia Herzegovina. Indonesia has a voting age of 17.

Recently, a number of regions in Germany have reduced the voting age for council elections to 16. In elections in Hanover, turnout among 16 and 17 year olds was in fact higher than among those aged 18-35.

Why should the voting age be reduced to 16?

Source 1 Extract adapted from the BBC Website May 19, 2004 www.bbc.co.uk

Old enough to fight – old enough to vote?

So you've hit 16 – at that age you can pay taxes, have sex, join the army and smoke, but the government apparently still thinks you're not old enough to vote.

Serena Smith (16), from Gloucester, wondered why: "We can do everything except buy alcohol basically, so why shouldn't we be able to vote?" Why indeed? If we did lower the voting age, the UK would have the lowest voting age in Europe and it would add an extra 1.3 million people to the electorate.

Old enough?

Many politicians think this is a good idea as it would encourage more people to vote, and from an earlier age. Joe Sergeant (16), thought that a lower voting age would be a good idea: "It gives us more choice as people, we can have more influence because of how we can vote. If the age was lowered then I think it would be good for all of us really." But many are opposed to this idea, believing that at 16 you are just too young to make these political decisions. They accuse reformers of just trying to gain favour with young voters.

What can be done to reduce the voting age to 16?

Source 2 Extract taken from www.youthparliament.org.uk

About this campaign

The young people in this country want to be heard.

At UK Youth Parliament we believe that those over the age of 16 are long overdue the right to vote and will campaign for the Government to implement this change.

We believe that young people should be involved in the democratic process. To enable this we want young people to be taught the importance of politics from a young age and also the impact politics has on everyday life as a young person.

According to the Government a young person from the age of 16 is old enough to:

- Work in full-time employment
- Pay taxes
- Pay adult fares on transport
- Get married and have children
- Join the army

But not old enough to vote!

Our Aim

To lower the voting age to 16 within a reasonable time frame. We also hope to increase participation in elections and involvement in politics through enhanced education programmes.



How can you support this campaign?

- Write to your local elected representative.
- Organise a petition.
- Take part in an assembly.
- Write an article for the local newspaper.
- Design posters and leaflets.
- Put up a display

Putting up a display

Putting up a display, whether at school, in a public library or shopping centre, is an excellent way of raising awareness of your campaign and creating discussion.

Additional Research and Support

Carry out additional research on votes for 16 year olds. Some websites to try are:

- www.bbc.co.uk - BBC search for news items on votes for 16 year olds.
- www.youthparliament.org.uk - Youth Parliament has a lot of good advice on how to campaign
- www.citizenshipfoundation.org.uk
- www.byc.org.uk - British Youth Council is running a campaign to reduce the voting age to 16.

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OCR GCSE Citizenship Component 1(a) - Activity 1 Framework

Campaign to reduce voting age to 16**What are you trying to achieve?**

Describe the intended outcome of your work.

Why should the voting age be reduced to 16?

Explain the main arguments for and against reducing the voting age to 16. Support these arguments with evidence to show that you understand the issue.

How do pressure groups campaign on this issue?

Describe the different ways in which pressure groups campaign on this issue. Explain how these activities might influence other people and/or decision-makers. Provide case studies where appropriate.

You need to plan your campaign.

Complete the chart below as you plan the campaign. As problems arise, describe what you did to overcome them.

Describe the process that will take place. How did you decide on the type of campaign to undertake? Explain what you **could** do if things go wrong (contingency). Evaluate how successful your **plan** was.

Problem solving

Describe any problems that you encountered during the planning and the campaign. Explain how you overcame these?

Describe your campaign in full.

Build up a detailed picture of the campaign so that someone who was not there can understand what it was like.

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Supporting evidence

As well as describing the campaign you should include other evidence to show what you did. You will gain credit for including relevant supporting evidence.

You could include: photographs, leaflets, letters, petitions, posters, assembly materials and witness statements.

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What was your role in the campaign?

You may have worked as a group to complete the campaign. Describe what your own role was in the campaign. Include details of how you supported others and of the skills you used. Explain what might have happened to the running of the campaign if you had not played your part.

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What have you learnt from this activity?

Describe any key skills that you have developed such as: leadership, working with others to bring about change, communication and problem-solving. Describe what you have learnt about the best ways to run a campaign.

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Was the work a success?

Describe any changes in your rights or those of others as a result of your campaign. Is there any evidence that there may be a change in the future? Describe any other ways in which your campaign has been successful, for example, by raising awareness of the issue with others.

What is your next step?

You should:

EITHER *Describe the citizenship activities you are planning to do next and explain why it is important to be an active citizen.*

OR

Describe what else you could do to campaign for a reduction in the voting age and explain why it is important for people to join political parties and pressure groups in a democracy.

GCSE Citizenship Studies – Task 1a

Activity 2 – Raise funds for a children’s charity

The aim of this assignment is to:

- Raise funds for a nationwide children’s charity OR
- Raise funds for a local children’s charity

Who needs your money?

Children in the United Kingdom and in other countries need your help to have a better life. You can choose to raise funds for a nationwide charity like Children in Need or for a more local charity.

Sources 1 and 2 provide information on the work of two charities based in the UK. Source 1 shows the work of a national charity. Source 2 shows the work of a local charity. Each charity is trying to meet a particular set of children’s needs.

Source 1 Children in need www.bbc.co.uk/pudsey



Our mission is to positively change the lives of disadvantaged children and young people in the UK. Our vision is a society where each and every child and young person is supported to realise their potential.

In 2006 the BBC Children in Need Appeal raised over £33million and for every penny donated to the charity, a penny will go towards projects helping disadvantaged children in the UK. We are able to make this promise because the charity uses its investment income to cover all operational costs. Every year, thanks to public donations and the amazing efforts of fundraisers, schools, businesses and our corporate partners, we are able to provide support to thousands of youngsters aged 18 and under.



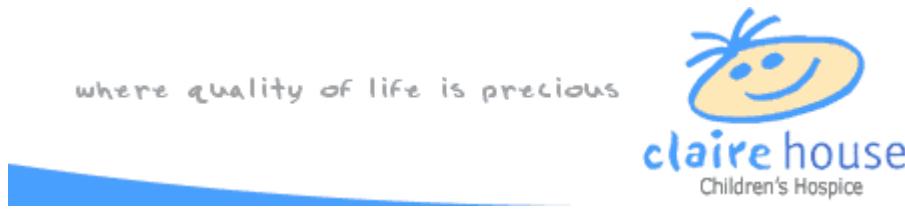
We provide this support in the form of grants to organisations working with children who may have experienced mental, physical or sensory disabilities; behavioural or psychological disorders; are living in poverty or situations of deprivation; or suffering through distress, abuse or neglect.

The size and scale of the BBC Children in Need Appeal means that we're able to give grants to hundreds of different organisations, some of which are very small and don't have the resources to fundraise for themselves. For more information about how the charity operates and a financial breakdown of how we spend the donation money, please see our [annual report](#).

The charity operates all year round, not just the months leading up to Appeal night, and our staff around the UK process thousands of applications for funding. Every year the funding requests exceed the amount of money raised so we carefully assess all applications to ensure that grants are targeted on areas of real need. Voluntary committee members, based in each region, draw on their expertise and local knowledge to advise our board of Trustees which projects should receive grants, and funds are allocated geographically to ensure that all corners of the UK get a share of the money raised.

Source 2 An example of a local children's charity

www.claire-house.org.uk



Claire House Children's Hospice

We care for children 0 - 23 years with life threatening or life limiting conditions and their families from Merseyside, Cheshire, North Wales and the Isle of Man.

Children's hospices are dedicated to enhancing the quality of life, providing specialist respite, palliative, terminal and bereavement care.

How you can raise funds for a children's charity

Many charity websites contain lots of ideas of how you can raise money. It could be something you do as a group or on your own. You can search through these websites for ideas. Make sure your teacher agrees to your chosen activity before to start to raise money.



Additional Research and Support

Carry out additional research on children's charities and fundraising activities. Some websites to try are:

- www.bbc.co.uk - Search for news items children's charities
- www.claire-house.org.uk – Shows an example of a local children's charity
- www.nspcc.org.uk/getinvolved/raisemoney/guidetofundraising - Search for fundraising ideas
- www.sportrelief.com/schools/fundraise/ideas - Search for fundraising ideas.

OCR GCSE Citizenship Task 1a – Activity 2 Framework

Raise funds for a children's charity**What are you trying to achieve?***Describe the intended outcome of your work.***What is the need you are fund raising for?***Explain what the charity is trying to do, research into the need and include supporting material to show you understand the need.***How does this charity help raise money for this need?***Describe the activities that the charity undertakes. How do these activities help to raise money? Provide case studies where appropriate.*

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You need to plan your fund raising activity.

Complete the chart below as you plan the campaign. As problems arise, describe what you did to overcome them.

Action	Start date	Who is responsible	Planned completion date

Describe the process that will take place. How did you decide what fund raising activity to do? Explain what you **could** do if things go wrong (contingency). Evaluate how successful your **plan** was.

Problem solving

Describe any problems that you encountered during the planning and the campaign. Explain how you overcame these?

Describe in full the activity you took part in.

Build up a picture of the event so that someone who was not there can understand what it was like.

Supporting evidence

As well as describing the event you can include other evidence to show what you did. You will gain credit for including relevant supporting evidence.

You could include: photographs, leaflets, posters, assembly materials, witness statements.

What was your role in the activity?

You may have worked as a group to complete this activity. Describe what your own role was in the activity. Include details of how you supported others and of the skills you used. Explain what might have happened to the running of the activity if you had not played your part?

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What have you learnt from this activity?

Describe any skills that you have developed such as: leadership, working with others, communication and problem-solving. Describe what you have learnt about the best ways to raise funds for charities. Explain why raising funds is important for charities.

Was the work a success?

Describe possible changes to the lives of the children you raised money. Use evidence to support your description. Describe any other ways in which your activity has been successful.

What is your next step?

You should:

EITHER *Describe the citizenship activities you are planning to do next and explain why it is important to be an active citizen*

OR

Describe what else you could do to raise funds for a children's charity and explain why it is important for people to raise money for charities.

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Copyright Acknowledgement

Activity 1 - <http://www.ukyouthparliament.org.uk/votesat16>

Source 1 – Extract adapted from the BBC Website May 19, 2004 www.bbc.co.uk

Source 2 - Extract taken from www.youthparliament.org.uk

Activity 2:

Source 1 - www.bbc.co.uk/pudsey

Source 2 - www.claire-house.org.uk

Source 3 - <http://www.nspcc.org.uk/>

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

CITIZENSHIP STUDIES

Specimen Controlled Assessment Mark Scheme

Unit A341(a): (Core) Getting Started as an Active Citizen

The maximum mark for this unit is **40**

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OCR GCSE Citizenship Studies Task 1a Mark Scheme

Level	Planning	Participation	Evaluation
1	1-2 marks <p>States aims and purpose of activity</p> <p>Planning flowchart completed</p> <p>Simple comments about planning</p>	1-4 marks <p>Limited comments about the activity that took place</p> <p>Only one piece of simple evidence provided</p>	1-4 marks <p>Limited statement of their skills used in the activity</p> <p>Limited statements about the success of the activity</p> <p>Limited statements about their next step</p> <p>Information is organised at a simple level to aid communication</p>
2	3-4 marks <p>Limited summary of aims and purpose of activity</p> <p>Planning flowchart completed. Identifies sources of information.</p> <p>Clear comments on planning and problem solving</p>	5-8 marks <p>Basic summary of the activity, may be in note form</p> <p>One developed piece of relevant evidence</p>	5-8 marks <p>Description of their skills used in the activity</p> <p>Description of the success of the activity</p> <p>Description of their next step</p> <p>There may be some errors of spelling, punctuation and grammar but these do not obscure meaning</p>
3	5-6 marks <p>Sound summary of aims and purpose of the activity</p> <p>Planning flowchart completed, evidence of teamwork</p> <p>Some reflection of their role in planning and awareness of problems</p>	9-12 marks <p>Description of the activity that took place</p> <p>Convincing evidence drawn from more than one source where appropriate</p> <p>Evidence of own role in activity and that of others</p>	9-12 marks <p>Explanation of their skills used in the activity and the contribution they made</p> <p>Explanation of the success of the activity</p> <p>Explanation of their next step</p> <p>Spelling, punctuation, grammar and legibility are sufficiently sound to communicate meaning effectively</p>
4	7-8 marks <p>Shows full understanding of aims and purpose of the activity</p> <p>Planning flowchart completed, evidence of negotiating responsibilities</p> <p>Thorough reflection of the planning process and their role in it. Shows awareness of problems and offers solutions</p>	13-16 marks <p>Detailed in depth explanation of the activity that took place</p> <p>Good range of evidence to support their participation</p> <p>Evidence of skills they used individually and as part of the team</p>	13-16 marks <p>Reflection on their skills used in the activity and the impact of their actions</p> <p>Reflection on the success of the activity</p> <p>Reflection on their next step</p> <p>Clear and coherent organisation of information and achieves a clear meaning through accurate use of spelling, punctuation and grammar</p>

For each criteria (planning, participation, evaluation), a task that does not meet the criteria statement in the lowest band will be awarded zero marks.